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Camp Directors Association of America, Inc.

National Office, Hotel Commodore, New York City, N. Y.

Formed in 1924 by the amalgamation of the National Association of Directors of Girls Camps, Camp Directors Association of America, Mid-West Camp Directors Association.

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THE CAMPING MAGAZINE

Official Journal of the C.D.A.A.

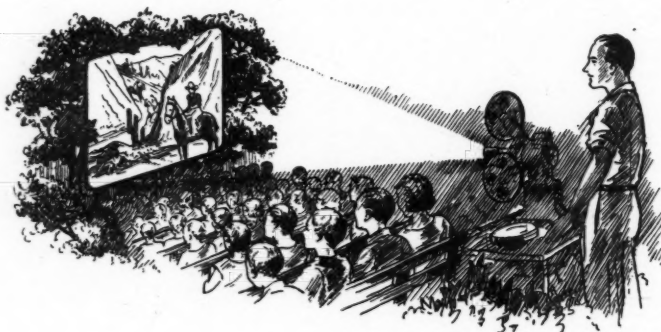
Hotel Commodore
New York, N. Y.

THE CAMPING MAGAZINE, February, 1934, Vol. 6, No. 2. Published monthly, January through September at 121 East 42nd St., (Hotel Commodore) New York, N. Y., by The Camping Magazine Publishing Company. Subscription, \$2.00 per year. Entered as second-class matter December 8, 1932, at the Post Office, at New York, N. Y., under the Act of March 3, 1879.

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THE CAMPING MAGAZINE

VOL. VI

FEBRUARY, 1934

No. 2

THE RELATIONSHIP OF PUBLIC SCHOOLS TO CAMPING OF THE FUTURE

By LLOYD BURGESS SHARP, Ph.D.

MUCH has been said about the advisability and possibility of the public schools conducting camps. This interest comes from those who are anxious for the schools to take up camping because they believe it has something of real educational significance to offer. Many predictions have been made to the effect that the public schools will take up camping and that they are justified in including it in the curriculum. Whatever the actual outcome of the situation will be, there are a number of problems to be considered and a number of questions to be answered.

Aspects of the Problem

Some of these problems and questions are briefly stated. Does the present curriculum of the public schools adequately fulfill the demands of our modern society or is it in need of change? Is there a place for camping? Can the camping program be justified as a part of the public school curriculum? If so, what is the basis for this justification? Just what has camping to contribute to public education? Should taxpayers be called upon to finance a camp program in the public schools? Will it be done? Why have the schools not already promoted camping more aggressively? What would be the effect upon organized camping in case the schools accepted it as a part of the school curriculum? What will be done? How and when?

It has only been within a comparatively recent period of time that public education has been fully accepted by the people of this country. We do not now question the wisdom of being taxed for the purpose of educating our neighbors' children. We seem to accept this as a responsibility and feel that it is essential as the best means of promoting the wellbeing and happiness of the people and as a means of the furtherance of the democratic principles set forth in our constitution.

Justification for Public Education

Edgar W. Knight, in his *History of Education*, points out that public education is "established on the theory that a democratic form of government depends for its value and effectiveness upon a citizenship educated sufficiently to understand and to direct intelligently, efficiently, and with justice all its affairs, private and personal, public and civic."

The struggle for the acceptance of these ideals has been long and at times desperate and some of the

struggles are still going on to-day. Knight states further that certain fundamental principles in American education have evolved and upon these the justification of public education rests. Briefly summarized these principles are:

1. The State is obligated to conduct schools to provide equal educational opportunity for all people.
2. Property of all the people may be taxed for the free education of all.
3. All forms of public educational work are under direct or indirect public control. This includes all schools, even to the remotest isolated rural school.
4. Attendance in school is compulsory, at least for certain ages.
5. Public education shall be non-sectarian.

These principles are quickly recognized as common practice in our public school system. The emphasis here is placed upon citizenship in its broadest sense as being the particular function of the school. Does the camp program contribute to the building of citizenship? To the extent that it does, camping can claim consideration for entrance to the curriculum and a definite place in public education.

School Curriculum Over-Done?

The school curriculum rapidly expanded beyond the three-R stage and has added music, art, domestic science and art, manual arts, recreation and physical education, and extra-curricular activities. There are those who brand some of these as frills and fads and want them eliminated from the school curriculum. Just now, during these times of budget cutting, this frill and fad idea is becoming quite popular and many of these very important activities are being seriously stifled and even eliminated.

These activities (call them fads, frills, and extras, if you like) were put in the school program because they were essential to the development of citizenship and were demanded by the people. They cannot now, by any right or reason, suddenly become unnecessary. *The New York Times* reported a prominent university president as saying, "Let the home look after teeth and tonsils, dress and nourishment, recreation and religion and the mounting cost of education will soon come to a happy halting." This is an example of the "anti-faddist" attitude which is short of vision

and does not take account of or fully understand the psychology of the adolescent mind. It fails to recognize that in these activities lie the splendid opportunities for building citizenship—the true function of public education. Camping, were it now a part of the school program, I suppose, according to this point of view, would be considered as just another frill and along with the tonsils and recreation would be left to the care of the home. In contrast to this position ex-president Hoover said, "The very first obligation upon the national resources is the undiminished support of the public schools. We cannot afford to lose any ground in education."

A Few Schools Promote Camping

Very little is being done in organized camping by the public schools. There are a number of instances in which the school and community jointly conduct a camping program. A few examples are Oakland, Pasadena, and Long Beach, California. There are some other schools and communities where this plan is being worked out. Cooperation between the schools and welfare camps is of common practice in many of the larger cities. This cooperation is mainly with camps for tubercular, handicapped, or children with marked mal-nutrition. There are several instances of day camps where children from the various school grounds are taken away to the woods for the day.

Colleges and universities have accepted the camping program more readily than has the public school. The demand for this has come largely through students who wish to secure positions as Counselors and also from various camp groups asking the institutions to supply adequately trained leaders. The camp program has further been accepted by colleges and universities as an essential part of their educational program. This is a most significant development. Instances of this are found in schools of engineering, geology, science, biology, nature, forestry, physical and health education. Camping is included as part of the curriculum in these various schools because opportunities for learning in the particular subjects are greater in camps and outdoor situations than in the classroom. This is a most significant point and one to which we should give very careful consideration. Upon this basis primarily will the camping program be actually accepted as a part of the school curriculum.

Camps Complement School Program

The public school camp is suggested as a practical and constructive means of meeting the increasing need and demand for a longer school year. Summer playground programs, play schools, community centers, and various types of recreational activities, are already a part of the school's summer activities. Camping can be justified along with these activities and could serve as a constructive aid to the program.

Perhaps we feel that organized camping has demonstrated worth-while educational outcomes, but I doubt if we have sufficient scientific data to convince educators and taxpayers of this point of view. We cannot make a camp program educational by talking about it or merely saying it is educational. Very lit-

tle scientific experimentation has been done in camping. Everything thus far has been too individual and personal. Carefully set up experiments are needed. These should be carried out in public school situations under competent leadership and with carefully worked out procedures. A public school camp could be set up on a shifting plan so that students could spend part of each year in school and a part in camp. Laboratory and experimental schools of colleges and universities should also carry out such experiments. The results of these experiments should guide our plans for public school camping.

The Call of the Out-of-Doors

There are those of us who feel that the opportunity afforded by the camp to satisfy the wanderlust, the spirit of roaming and exploring, the spirit of discovery, the instinctive desire to be primitive, the need to get back to the soil, to know and appreciate nature in all her beauty and hazards, is as important and has in it far greater benefits than much of that which is now being taught in school and much of school time could well be given to it.

A story of a twelve year old boy who ran away from home and school recently gives us something to think about. His plans were carefully made. Two days in advance of his planned departure he left his hiking clothes and pack sack in his school locker. On the scheduled day he left home an hour earlier, reported to school, left a note on his science teacher's desk, changed his clothes and was off. The note said, "Dear Mr. ——— I will be gone for at least two weeks and perhaps longer. I am leaving for three reasons. First, I want to be out in nature and live in nature; second, I want to be on my own for a while and, third, I want to get away from city life." This is an excellent statement of the values and needs of camping.

Because of the present financial difficulties of the schools camping is not likely to receive a front seat for some time. It is, however, an opportune time to put forth our claims while curriculum revision is securing so much needed attention. If, suddenly, public education should spring forward and "take to the woods" nothing could be better for our children and our schools and for the camping movement. It is justified, already accepted as a state function, and in time the local boards of education will be more active in it. They need stimulation and help, however.

A Challenge to State and School

The State should set aside large tracts of land suitable for camping purposes for the use of the people of the state and especially for public school children. The policy of holding state property for parks and recreational purposes is already an accepted responsibility of the State. It remains only for the proper agencies to stimulate and carry forward the program of public school camps.

Dr. Goodwin Watson has already said that (1) "There seems to be as much good reason for a board of education to acquire property for, and to run a good public camp for boys, girls, and adults as there

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WHAT ONE PARENT DEMANDS OF A CAMP

by FRANK HOWARD RICHARDSON, M.D., F.A.C.P.

A QUESTION that may be confidently expected to bob up serenely at tens of thousands of dining tables, about this time of the year, is that sturdy perennial: "What camp shall we choose this year?" If anyone has an unfailing formula for solving this recurrent problem, he owes it to the rest of us troubled parents to communicate his secret. If there is no universal solvent, then at least it may help if a parent here and there tells what he feels that a camp should offer, in order to merit his patronage.

To be sure, no two parents who have taken the matter seriously under consideration, will demand just the same things of camp. In fact, no two children need exactly the same opportunities. The camping field has become so diversified of recent years, and there are so many different types, in so many different locations, and at so many differing prices, that there is no reason why individual needs should not be met and filled just as accurately and specifically as by the doctor who writes a prescription for a patient. Discriminating parents should be satisfied with nothing less than this.

First comes location. Camps are grouped,—“clumped” would be a more accurate word to use,—in certain well-defined geographical areas. Eastern Canada, New England, New York, “Southern Appalachia,” Mid-West, the Pacific Coast,—each has one or more definite clusters of camps. Traveling expenses and distances from home must obviously have some weight. This is not alone because of the expense of getting the boy or girl there and back, but in order that parents may come to know the camp, the Director, the Counselors, and the camp itself. And that necessitates more than one visit, no matter how careful and detailed that first visit of inspection may be.

I have always cooperated with my children's teachers in schools and have felt that in no other way could the school give quite the intelligent service I asked from it. I want to do the same with the summer teachers in what I expect to be a most efficient summer school, the camp with its Director and Counselors.

But don't Directors object to having parents hanging around camp and meddling in camp affairs? I should certainly expect them to and I should be the last to add to their troubles by suggesting that parents do any such thing. What I refer to is the intimate acquaintance that should precede the important task of choosing, followed by the sympathetic observation and watchful waiting that characterizes the constructive role of parental cooperation.

Camp Should Effect Character Change

A requirement that I place high in my own list of personal demands upon the camp that I choose for my children comes long before one that I find many parents think of first. To be sure I want the summer camp to furnish a safe, happy “parking place”

for them,—a place where they can spend the time between Spring and Fall sessions of school under ideal conditions. I want something much more important than that, however; and I find that the best camps definitely plan to give it, as their most important contribution to their campers. By this I mean definite, distinct character change, and if this is not forthcoming I shall feel that the youngsters and I have been defrauded of something very desirable that we might have had.

But character changes do not come about by conscious effort, you say. And you are right; they do not. Therefore I am not interested in hearing a Camp Director prate about what he and his Counselors are going to do in the way of affecting character. But I *am* intensely interested in knowing him and his counselors and in determining whether they are the kind of men (and women!) that I think will influence my boy or girl in a way that will make them better than when they came to camp.

Do I mean by this that I want them to be earnest-minded people who are going to find out what my children are like and change them for the better? Spare me that kind of overzealous and fussy interference. There is far too much of it in some camps where post mortems are of daily occurrence and “being done good to” is the hardest to bear of all camp conditions.

No, I just want them to be real folks, the kind that I choose for my own friends and companions and that I should hope to find making up a crowd with whom I expected to spend some weeks in traveling, in roughing it, in going places and doing things. That's what my youngsters are going to be doing. Why should I not be as careful for them as I would be for myself in a similar situation?

Directors and Counselors Must Measure Up

So I shall want to talk with the Director more than once in an effort to find out what sort of a chap he is. By what route, direct or devious, has he arrived at his present high calling,—for high calling it is, if he so conceives of it. What do the folks in the community near which his camp is located think of him? Does he pay his bills? Is he a good citizen; more, is he a good fellow? How do his fellow camp Directors speak of him? Is he a member in good standing and active participation of the Camp Directors' Association of America, and of his local Section? What does the camp editor of *Cosmopolitan* or *Redbook* or *Parents' Magazine*, say of him? Most important of all, how does he rate with his campers and his Counselors?

But that is going to take far too much time, you may say. Not for me! I never was much of a hand to jump into investments without a little preliminary investigation. And I am investing pretty heavily in this summer camp proposition,—some hundreds of my dollars, and over a thousand of my youngsters'

hours. Twenty-four hours, times seven days, times eight weeks; why not know something about the investment if a little effort can accomplish it? And it will, I know, here as in any other situation.

So too with the Counselors. I shall want to chat with some of them, at least. They are going to be on the job, not five hours a day for five days a week, but every hour of every day for two whole months, more waking hours of association with the boys or girls under them than a teacher spends in a whole year of schooling. There is opportunity for affecting character with a vengeance. What sort of character changes are they likely to bring about,—changes that will benefit, or the reverse?

A Simpler Program and Lower Fees

And now for another important consideration. What has a parent a right to expect, in the way of program opportunities? Frankly, I am not particularly interested in the wealth of activities offered by so many of the best camps. I could even bear it with equanimity if I were to be told that horsemanship, that most expensive of all camp activities, exalted by so many parents, (and by some campers) would not be offered except at the heavy additional charge that some one must pay if this is to be included among the activities offered. Some parents and some Directors, too, feel that there should be no "extras", that an all-inclusive fee should be stated in advance and every child be free to take anything that is offered to any other.

This is a fine ideal. But this year as never before camp charges are going to be scrutinized and made to justify themselves, by parents who are by no means convinced that they can afford to send their children to camp at all. As a prospective patron of a camp, I should prefer one in which particularly costly activities might be omitted for my youngsters, allowing those parents who wish such things as horsemanship, expensive canoe tours, etc., and can afford them, to carry this cost, instead of having it distributed among those willing to fill their days with less costly sports.

This calls for a statement that may be news to some parents. It is no longer considered good camp practise to prescribe a program for all campers to follow, no matter how good it may seem for the "average" camper, if there be such a creature anywhere; I have never known the parent of one, certainly. The up-to-date camp program is a menu from which each may select as much as he wants and can assimilate with pleasure and profit to himself. So I shall expect the camp I finally select to offer a reasonably wide choice of activities though by no means shall I expect any one camp to run the whole gamut of things that could be offered if expense were no object. And I shall take it for granted that a competing camp may offer more and yet be not a whit the better for doing so. In any good camp there will be enough and more than enough—out of which a boy or girl can build a profitable and absorbing day's program.

Let Camper Have Freedom of Choice

I shall want to know something about how the

choice of program is made, however. There are two extremes in camp procedure here that are quite familiar to those who are interested, and I find myself suspicious of extremes. The old way was to pack the day so full of excellent things that not a moment could slip away without giving a full account of itself. Rest and sleep and real interest might be sacrificed but the program must go on. From compulsory morning dip to compulsory meditation at taps, the day was plotted and planned out so that no time should be "lost." That assimilation might take time, and be a most profitable use of time, was not considered. Fortunately this is not so common as it once was but it is by no means a thing of the past, even in some otherwise excellent camps, and underweight, nervous, irritable children are the product when school begins again in the Fall.

The other extreme has gotten a vogue, under the mistaken notion that it is the modern, progressive, educational method. It dispenses with formal program altogether and allows the boy or girl to dabble in this and toy with that, completing nothing and giving nothing a real try. It expects no results and usually gets just what it expects.

I shall ask for a camp where a real choice of program is allowed each camper. But I shall expect Counselor, Director and, if there is such a person, a personnel expert, to help in this choice. Once selected, I should like to see this program adhered to. To be sure, changes should be permitted, but only after serious and candid discussion have shown them to be desirable.

And, in the emphasis put by Director and Counselor upon the various activities offered the camper, I should be glad to know that stress was placed on doing things that are not being done during the Winter, Spring and Fall; that the opportunities presented by a Summer in the woods and on the water are not slighted for the things available the rest of the year.

Natural Pursuits, Not Athletic Competition

You may ask me whether this does not leave me cold to the charms of the camp that points with pride to its beautifully laid out golf course, its perfectly grassed baseball diamond, its excellent oval and field for track and field sports. Quite so. I am much more deeply and favorably impressed when I see a group of campers trooping through the woods with a Nature Counselor, making a fire and learning wilderness cooking or executing Indian ceremonies in togs that they have made with their own hands under the guidance of an authentic student of Indian lore. Swimming, canoeing, life saving, may be no better than golf, basket-ball or track, but they are available only for these few short weeks; why not take them when they can be had? Incidentally, it takes a lot more real craftsmanship to carry out such a program and keep the diversified interests of a campful of live boys and girls fully ministered to, than it does to run an athletic competition, or series of competitions, throughout a summer season, leading up to the usual distribution of badges, insignia and other honors for those winning championships, seconds, and thirds in

(CONTINUED ON PAGE 18)

A COUNSELOR TRAINING-COURSE IN CAMP

by BARBARA ELLEN JOY

Special Lecturer in Camping Education in Universities and Colleges, Director of The Joy Camps

SECTION ID of the 1932 Report of the sub-Committee on General Camp Leadership of the C.D.A.A. Committee on Standards starts out with this sentence, "Ideally, all such training should be given in a camp, where the actual living out-of-doors with the camp setup, sharing the organization of the camp, etc., cares for a certain proportion of the practical training." Mr. Fay Welch, in his excellent article in the January, 1933 *Camping Magazine* points out briefly the advantages (and a possible pit-fall) in such type of Counselor training. There seems to be no literature on the subject and, inasmuch as it has not been possible to discuss the matter with the few Camp Directors who have attempted a similar piece of work, necessarily my thoughts on the subject are in the light of our own experience.

For Whom, and How, and Why

The plan for our course, personnel, etc., is best described by the following excerpts from our mimeographed notice:

"For Whom: Graduates from our own or other camps, high school graduates, college students, and other young women of similar academic background who wish to qualify themselves further for professional camp work, or who wish to perfect themselves further in the various skills and techniques of foremost importance in club and outdoor work with girls, and of distinct value in their own lives in school, college, and in the out-of-doors.

"How: The work, done quite informally, will consist of lectures, discussions, observation, practice work, readings, and reports. Numerous trips, including a three-day canoe trip, will give sufficient opportunity for practical camp craft. A camping and educational library is available in camp. Excellent riding instruction is available, at the regular camp rate. The students will live in a separate cabin, but at all times come under the general camp regulations of health and safety and be an integral part of the camp group. At no time or in no way will they be considered as camp Counselors of any status whatsoever. The students may receive all the benefits of and enjoy all the fun of camp life, but at the same time must put in a month of constructive, practical training of positive benefit both in the immediate and in the more remote future.

"Why: As camp leadership standards become higher, competent young women without special camp training are having increasing difficulties in procuring summer camp positions in the better camps. Our plan is a sound one educationally, professionally, and economically. It fills the gap between being a regular camper and assuming counselor responsibilities and privileges. The group will be limited to ten."

Three Major Objectives

Our objectives are three. First, we aim to give these

girls an adequate knowledge of camping in general, under such main headings as history and kinds of camping, aims and objectives, leadership qualifications and professional relationships, health, sanitation and safety, program building and organization, and some knowledge of educational methods. Our second purpose is to perfect personal techniques in a few chosen activities and become thoroughly acquainted with available literature on the various subjects. A third objective is to make the definite emphasis of methods of teaching or conducting these activities in the camping situation, and to give an educational and professional background of definite importance in the make-up of a cooperative, sympathetic, loyal Counselor.

A Four Weeks Program

These three aims are achieved over a period of four weeks by means of lectures, readings (in general education, child study, camping education, nature, camp craft, water sports, outdoor books in popular style, outdoor poetry, games, and various other camp activities and interests), reading reports and discussions, a great deal of actual practice in and perfecting of individual activity skills (as in canoeing, camp craft, swimming, etc.), the acquiring of new knowledge (as in nature lore, equipment selection, storytelling, etc., etc.), a certain amount of practice or cadet teaching, done in connection with (never as a substitute for) the work of the regular Counselors, and many short trips and several longer ones.

The planning and organization of such a course requires considerable experience and time, and it would seem that the Minimum Qualifications (p. 11, June, 1932 *Camping Magazine*) as set up by the Committee on Standards, should apply to the leadership of such a course in order to warrant a broad outlook and a varied experience in the camping field. A good-sized educational, nature and camping library is also a necessity.

The Teaching Staff

Since the students in our course are all of college age, no Counselor was needed and they lived together harmoniously and very pleasantly by themselves in a cabin equipped for studying as well as for living and sleeping. They worked hard, to be sure, but they also had a grand, good time, entering into all the special events of the regular camp with gusto and bringing to the regular campers new ideas and enthusiasms from their previous varied camping experiences and backgrounds.

The schedule of lectures, practical work, etc., was easily planned. In our own case the two Directors of

the camp gave all of the lectures and most of the instruction, calling on other Counselors for assistance in their specialty and for certain routine duties. We feel that this additional task is worked into the camp day without difficulty or limitation of other responsibilities and duties. That would not be true, however, if it were necessary to organize the curriculum material from day to day. The response and enthusiasm has always been most satisfactory and we feel it a decided asset to the camp interest and morale to have their interesting, intelligent girls join us for August.

Clear Vision and Honest Purpose Essential

Several pit-falls or disadvantages might appear in such a course, however. Such advanced work should not be* "a sham to lure older campers back for another summer merely to collect fees or to obtain free labor." The conclusive proof of whether the first statement applies to such a training group can be found in analyzing the personnel of the group. If it is made up entirely of "graduate campers" of the camp it would appear that the accusation might be true. If, however, the large majority of the group is made up of young women who have had other kinds of camp experience and consider the opportunity worthwhile enough to come to a new environment at considerable expense and to work hard for several weeks, then it might be concluded that the course carries more universal appeal and is more than a re-union of old camp friends, delightful as that experience is.

As for the "free labor" question, of course that brings up the whole subject of Sub- or Junior-Counselors and the amount of work and responsibility and privileges to be delegated where the policy of younger Counselors is in effect. It would seem, however, that if this group is to be called or designated as "Counselors-in-training" that a bona fide course, such as outlined above, should be given them, and that the work to be accomplished should be vastly more than playing third fiddle to senior Counselors in charge of two or three favorite activities, being on a dining-room staff, or being just privileged or honor girls, supposed to pick up knowledge vicariously as the summer weeks fly by. In private camps, particularly, it would seem that parents might raise well-founded objection to their children being in charge of novices.

Record of Progress Should Be Made

If such a course is advertised and offered by a camp, certainly there should be a rather definite check kept on the progression in techniques and on the developing capacities for the camp counseling job, in so far as such is measurable. Then when the day comes to recommend these girls, we shall be able to give definite information as to their qualifications, not just pleasant generalities. To accomplish this

end, a set of definite objectives as far as curriculum content should be set up by staff and students, and the work of the course then modified or adjusted to meet individual needs and capacities. This sounds like a college setup, but of course the very informal approach, and the fun, the give and take of the whole thing, makes it seem anything but a replica of the usual school and college methods. The ideal, of course, is to plan a well-rounded course, sending the students out with knowledge and powers equal to tackling other kinds of camps and camping, not just of use in one camp or in one type of camping.

Ideal Form of Leadership Training

Comparing the possible results of such a course with counselor training given in other situations and under different conditions, there is no doubt in my mind but this is the ideal arrangement. After all, we train our doctors in clinics and hospitals, why not our camp Counselors in a camp in regular operation? Theory is a fine thing, and necessary, to be sure, but to my mind there is nothing to compare with the opportunity to see the practical application, especially when the young of genus homo sapiens are concerned. We want the camp Counselors of the future to be trained not by listening, but by *doing* and *living* in a bona fide established camp, complemented and supplemented by a well-rounded, well-balanced, carefully and progressively planned course of definite and immediate use to the embryo Counselors.

It is certainly not too much to hope that this practical form of leadership training will ultimately mean much to the whole camping movement, qualitative though it may be, and on a small scale.

THE following is an extract from a letter written last summer by a twelve-year-old girl camper to her grandmother:

"I have been watching a little chipmunk. There is a red squirrel too. I saw a loon twice. He went under water and didn't come up. I asked P— why he didn't come up and she said that loons swim 50 yards or more under water. The loon was probably across the lake by then.

"This morning I went exploring around the mouth of the L— River and I discovered three little islands. I named the first one "Flower Cove" because it had a tiny little cove with a purple flower growing in the water. The second one was "Bathing Beauty Island" because it had a nice rock to take a sun bath on. The last one was "Silver Cricket Seat" because it had a rock with a sort of silver cricket on it (the cricket was dead). The rock was shaped like a seat. There was a point of land that I named "Flower Point" because it had a lot of flowers on it.

"I discovered an animal too. It was dead and I could see his bones and some grayish fur. I told J— to turn over his head (which was all bones) with her toe so I could see what kind of an animal he was but his head broke when she kicked it. It was loads of fun."

* P. 14, January, 1933 *Camping Magazine*, article by Mr. Fay Welch.

CONGENIAL LEADERSHIP IN SUMMER CAMPS

by RAYMOND I. JACOBY

Director of Dennis Memorial Camps

THE most integral part of a camp organization is its leadership.

Parents who are interested in their children want to know about the young man or woman who is going to live with their boy or girl through the Summer.

I wonder whether we, as Camp Directors, realize the full significance of the fact that the Counselors we select are going to be associated with the boys and girls who come to our camps for ten weeks, twenty-four hours a day, a longer period of time than the day-school teachers spend with these same boys and girls during the remainder of the year. How carefully do we select our Counselors? What is our procedure? Do we read the sport pages of our newspapers, learn of some college baseball star, and immediately sign him on the dotted line for activity director?

The first thing boys and girls who have previously been at camp want to know upon their return is, "Who is my Counselor?" And great is their joy when they find they are going to live with one whom they learned to know and to appreciate the year before. We cannot be too careful or spend too much time in our selection of leaders, since we realize that the men and women whom we choose are going to influence directly the lives of a great many boys and girls.

Last fall we sent out a questionnaire to all our campers, and among the questions was this: "Which Counselor did you like the best, and why?" One of the answers to this was, "George X., because he was the kind of a fellow I would like to be when I grow up." Another reply: "Jack W., because he worked with every fellow and treated us all alike." I could quote from many more, all showing the great responsibility which is ours.

After ten years of camping, I feel that no other agency has such a great opportunity for developing high ideals of citizenship as has the summer camp if it has the right sort of leadership.

The Selection of Counselors

At our camp we have a personal interview with each prospective Counselor, besides requiring recommendations and references. In this interview we try to give a true picture of camp life, stressing the fact that Counselors are, in a vital sense, on duty twenty-four hours a day. We take only those who thoroughly enjoy camping and children. We also select no one who cannot be with us at least three summers. Ours is more or less an ideal situation, for since we have a church camp, most of the Counselors are members of the church and are in contact with us the year around.

To become a Counselor in our camp the applicant must make his request in writing to the chairman of our Counselor Committee. This committee rejects all those who do not measure up to our standards and

passes on to the Director the names of those whom they think well qualified. This eliminates much personal feeling and, I think, would prove very satisfactory to organization camps.

After we have selected our Counselors, the next thing is to keep them happy and contented, so that they will accomplish the efficient work that they are capable of doing.

Pre-Camp Training

It has been our experience that a leader cannot have too much pre-camp training. Each Spring we hold a leadership training course one evening a week for five consecutive weeks, usually just after Easter. Here all of our prospective Counselors get together, become acquainted, talk over common problems, discuss required reading material, and listen to speakers who have spent many seasons in camp. Our aim is to make each Counselor, in advance, just as familiar as possible with those camp problems which he or she will no doubt be called upon to face. We have found that they are particularly interested in the problem of discipline, that word so terrible to all new Counselors. Besides attendance at our training course, we require the reading of two books, *Camping and Education* by Mason, and *Camping and Character* by Dimock and Hendry. In this course we take up actual problems faced by Counselors the year before, such as, "What would you do if a camper continually forgot to 'swab' the table?", and a variety of similar questions.

We have discovered that one of the greatest secrets of comradeship between camper and Counselor is the introduction of first names. Campers calling, "Bill, is this O. K.?" or, "May I pass my test today, Doc?", make the Counselors feel more at ease. I know that first names, cheerily called, broke the ice on more than one occasion. Campers and Counselors come closer to each other and the campers are encouraged to confide in and talk over problems with their tent leaders.

Counselors Require Some Freedom

In securing one hundred per cent co-operation, perhaps the thing most essential is the ability of the Camp Director to take suggestions from his leaders. If you are the kind of a Director to whom a Counselor is not afraid to come and say, "Gee, it's a great night; how about a star gaze? You know Jack is going home tomorrow and this is his last chance," then you are probably blessed with a fine family group of Counselors. I visited a camp one Summer where that question was actually raised and the Director said, "Nothing doing!" His reason was that it would keep the camp up fifteen minutes overtime. If you cannot make your program flexible, how can you expect to have an interested group of Counselors? In our girls' camp we allowed one of the Counselors to

take a group of girls to the movies about once in every ten days. They also went for short moonlight rides in the old camp car, which they enjoyed immensely. Who wouldn't be thrilled with a moonlight ride in a 1922 Dodge with no top? It's impossible to realize what wonders a "Yes" can do at the right moment to bolster up the morale of a camp.

The less the Director interferes and the more liberty a Counselor has, the better will be the results both with the Counselor and with the campers. Too much interference works havoc with the Counselor. Instead of planning new things to do he will sit around grumbling and in time lose all interest in the camp. It is activity, responsibility for certain specific things, and liberty to create new ideas, that influence a Counselor to do his best and to become a vital part of the camp. Some of us forget that we select capable and well recommended people, pay them salaries to assume leadership, and then keep them from showing what they can do by continually usurping their leadership rights.

A Director should personally know each Counselor and have each Counselor from the start sold to the policies of the camp. The Camp Director's aims and ideals will have much to do with the loyalty and enthusiasm of his Counselors. We ought not fear to be democratic but should get all the personal contacts possible. The Director should learn to know each leader and should try to discover his or her desires, ambitions, background and history. He should inspire his Counselors to realize their responsibility for teaching all campers in their respective tents, something fine and wholesome to be carried back home after vacation is over. If there is a warm sense of comradeship between the Director and his Counselors, the latter will enjoy camp as well as realize their responsibility. They will go more than half way so that they may be invited another year.

Foreign Counselors Add Interest

In a previous* issue of *The Camping Magazine* we discussed our foreign Counselors, and I want to say just a word here on this same subject. Each year we have a guest Counselor from a different country in both our camps and we cannot express adequately our satisfaction with this part of our program. They add so much with their stories, costumes, native dinners, educational talks, crafts, that our selection and use of these students is one of our most worthwhile projects. We have had students from India, China, Irak, Japan, Germany, Russia and the Cherokee tribe of Oklahoma, and have secured them all through Union Seminary, International House, and the National Board of Y. W. C. A. Our student from Germany this past season became so interested that he sent for his American cousin to spend two weeks with him, and our Indian guest was so friendly that our boys called him "Uncle Jim" after the second day. There is no finer way to spread international brotherhood and good will than through this means.

The aim of our camp is to build character. We share this aim with our Counselors, and we let them know what we expect, while we encourage them to use

their own ideas and methods in accomplishing it. A Camp Director cannot achieve any worthwhile purpose unless there is complete staff harmony, and we have found that the best way to secure this harmony is to choose leaders in sympathy with our program, talk over with them what we hope to accomplish, and then let them "go to it."

Diplomacy in Camp Discipline

Now, do not think for a minute that we have had perfectly smooth sailing, because we have had our share of "wind and wave." Fortunately we have never had to dismiss a Counselor and have never had one leave us in the six years of our camp's existence. When there are things to be ironed out, we discuss them around the bread and jam in the kitchen, or privately out in the Council Ring. Last Summer several Counselors thought one of the campers should be dismissed and, for two hours and a half, we discussed this question out in the old Dodge car with the moon shining brightly overhead. We finally compromised. I saw things differently and, as it was almost the end of camp, I agreed not to accept this boy's registration next year. That question would be an article in itself but the fact I want to stress is that it is absolutely essential for the Camp Director and Counselors to meet on common ground and for the Director to make the Counselors feel that the camp is really their camp and that their contribution is essential to the character-building program of the camp.

We have had our problems regarding smoking, rest hour, and time for retiring. We now have a special room where the Counselors may smoke, allowing use of pipe in the boys' camp; all Counselors must be with their tent during the rest hour. We make quite a good deal of our rest hour, stressing the fact that it is the best opportunity a Counselor has of really getting to know his boys and girls. We are open to suggestions regarding time for retiring. Last Summer our Counselors stayed up late to read, talk, write letters, and (in girls' camp) to do laundry work, much later than I thought they should, but as I could not suggest a time which would be better for doing these things, nothing was said.

The Test of True Leadership

Camp Director, remember that Counselors can teach your camper swimming, baseball, crafts, and sports, together with information about these subjects, but they cannot teach loyalty, high ideals of human service, respect, love for the camp, courtesy, and the whole code of ethics, unless the Counselors themselves have inculcated within them the spirit, ideals and traditions of the camp, which comes only with the understanding they gain in their wholesome relationships with the Camp Director, their fellow Counselors and the campers. This can never be attained in the highest degree until the Counselor fully realizes that he is an essential part of a splendid camp, this realization coming through fellowship, responsibility and achievement. When this happens, "Come on, 1934, we're all set to go!" will be the cry of your Counselors.

* *Camping Magazine*, Jan., 1933, p. 5.

THE FREE VS. THE STANDARDIZED PROGRAM

by JOSHUA LIEBERMAN

MR. RICHARD FOSTER was the father of two attractive children. He was a widower and, since his work kept him in the city each Summer, it was important that his children should go to camp. But here precisely was the rub. The one camping experience they had had was, in the eyes of Mr. Foster, an unfortunate one. Both children had gone to well recommended and successful camps, but with most unsatisfactory results.

Camping Meant Freedom, in Earlier Days

His disillusionment was all the greater because of his love for camping and the hope he had placed in it. He well remembered his own days as a boy, when he had been privileged to go on a six weeks camping trip with a group of other boys under the leadership of one of his teachers, a mellow old nature lover and woodsman. With a blanket roll on their backs and two meals in a knapsack they roamed and explored their mountain. They knew every brook and forest glade within a five mile area. They knew every bend in the wandering narrow river which ran through their little valley. They knew where to find the coolest springs, the most interesting rock caverns, the moss covered dark woods.

And when they returned to their tents in the clearing there was much work to do. The fireplace in the little cabin which they had built the first week, needed some finishing touches. Their outdoor cooking oven needed a few more stones. Another bench had to be built for their dining table.

Their days were delightfully varied and rich. There were the chores to tend to and things to build. A boat which they had made carried them to neighboring farms for their provisions. They enjoyed the walk to town for their mail, along a trail they had themselves blazed. And they loved fishing for their supper. On rainy days they whittled and read and were leisurely; they roasted chestnuts in their fireplace, or tramped through the woods clad from head to heel in rubber. Very warm days were spent in swimming and diving and trying to ride a tippy log raft, or in catching frogs and turtles to their hearts' content.

They learned to love and know the birds. The red squirrels shared their clearing with them. They enjoyed the view from their hillside, the color in the water, the form in the trees. They took pride in their ability to swing an ax and use the logs for building. Each evening they gathered around a camp fire and sang songs and told stories. Sitting around the dying embers, under a starlit sky, they lived in a world of enchantment. The memories were unforgettable and delightful even twenty-three years later.

The Young Camper in Revolt

The principal of his children's school conducted two camps that had an excellent reputation. These camps, respectively, accommodated boys and girls,

and were situated on opposite ends of the same lake and he decided to send them there. In his eagerness to have the children go he asked very few questions. Donald and his sister, Betty, looked forward to going to camp as to the promised land.

Finally the great day came, and they were off. In a few days letters began to arrive. Those sent by Betty seemed satisfactory enough, but Donald's were disquieting. Mr. Foster wrote to the Camp Director and received a reassuring answer,—"a new situation . . . a period of adjustment . . . must expect some difficulty . . . it will all straighten out." Then came a letter from Donald saying "I don't like it. The camp is rotten. I've been ducked twice. I want to go home." And the father arranged for a visit.

When Mr. Foster came to camp he found a well set up plant, situated in a pine grove on the edge of a large lake. The children all appeared to be happy and in good health. There was, apparently, a large staff, although the Counselors seemed rather youthful. Donald was rebellious and angry.

"This isn't a camp," he said, "it's worse than school. I have got to be doing something I don't like all the time. I can't do what I like. I have to go to crafts one hour, and tennis one hour, and music, and nature study."

"But I thought you loved nature," remonstrated Mr. Foster, remembering their walks and talks together.

"Yes, nature!" responded Donald. "But who cares about leaf printing and moth collecting all the time? I have to do setting up exercises when I am still sleepy and take a dip, and go on hikes that I don't like."

"Isn't there anything you do like?" his father asked.

"Yes," the boy answered, "I love swimming."

The Father Does Some Investigating

The father talked to the Camp Director about it.

"I cannot understand it," replied the Camp Director. "Donald is a fine, intelligent lad, one of the best in his school class and was, at the beginning, one of the most popular boys in his camp group. He is capable but full of rebellion. He resists joining in the setting up exercises. He wanders away and plays with bits of wood in the brook, or catches frogs instead of attending scheduled activities and learning something. That's why he had to be punished and get ducked. He is full of insubordination. If he were allowed to stay out of scheduled activities others would too."

"Why," asked Mr. Foster, "couldn't each child do what interested him most and go on to the other activities when he wanted to?" And then he told the Camp Director the story of his own camping experience.

"That couldn't work out in a regular camp," the Director replied. "It may have been a good procedure for a small informal group, but it wouldn't do

at all for a camp of a hundred children. Besides; it's a good thing for a boy to learn to obey and adjust himself to the requirements of a large organization." And he explained how he had carefully worked out a daily schedule in advance of the Summer and presented Mr. Foster with a copy of it.

Freedom or Standardization?

Now Richard Foster had no consciously developed educational philosophy and he was a bit bewildered. He knew that his little boy was unhappy. Instinctively he resented this type of camping and sympathized completely with his boy, but after all he was not an educator and the Camp Director was. Perhaps the advice he received was best after all.

When he visited his little girl in the "sister" camp, he found that, while she had the same program, she had no complaints. He was impressed with the numerous activities and the regimented businesslike way in which the children were led from one camping activity to another. It was not at all like his idea of camping, but his little girl seemed happy and his boy probably should be compelled to make an adjustment. He talked to Donald and told him that he wanted him to join all activities, do everything as well as he could, and make a go of camp.

However, he went home with a gnawing sense of guilt. The more he thought about it the more it troubled him. Why was it wrong for Donald to play in the brook with imaginary boats instead of joining the scheduled program? That was exactly what he and his friends had done as boys, and the things he had learned through happily following his interests, and the beauty he had absorbed, had lasted him a lifetime. They had not needed a compulsory program. Why did Donald? Was it the fault of the camp plan, or that of his boy? As he remembered it Donald had left home full of eager anticipation, and activity plans.

As the Summer progressed, Donald's letters indicated less tension but not happiness, and Richard Foster spent most of the Summer in conflict. He could not reconcile his children's camp with his own camping experience. And then, one day, he looked at the daily schedule which had been given him. In it he found an advance announcement of hikes to be taken throughout the Summer and their destinations, and a page outlining the daily schedule:

- 7:00 A. M.—Rising
- 7:05 A. M.—Setting up exercises
- 7:15 A. M.—Dip
- 8:00 A. M.—Breakfast
- 9:00 A. M.—Clean up
- 10:00 A. M.—Manual training
- 11:00 A. M.—Tennis

—And so on through the day. Suddenly it dawned on him. How could anyone be eager and playful, how could anyone carry out a purpose, or have time for the beauty and joy to be found in nature, under a rigid schedule such as he held in his hand? Why were there the ridiculous setting up exercises; why the punishments? Why was nature lore reduced to leaf prints and moth wing collections? He was glad his boy had the stamina to stand out against it. He felt that he was at last thinking clearly about it all.

The Children Return Home

By this time the children were ready to return home. Betty was pleased with her summer, and Donald's rebellion had largely subsided. There was much that he still resented, but the fellows were "swell" and his Counselor was a "good guy." Betty brought many prizes with her; one for being the best sport among the juniors; another for tap dancing; another for jewelry making. Even Donald brought home two prizes, for swimming and fast running. They told about the fun they had had when each of the camps had elected a Mayor and the defeated candidate, who was called the "goat," was ducked in the lake with his clothes on. They talked of the Summer-long fight between their respective teams, the "Greens" and the "Violets," and their opponents, the "Blues" and the "Whites," and how they won and lost points all Summer. The children were worn out with excitement and overstimulation.

The things that gave the children pleasure were as bad as those that had caused Donald's unhappiness. "What," thought the bewildered Richard Foster, "had these things to do with camping?" It seemed to him that this type of camp really stood between the child and a real camping experience,—a wall of superimposed artificial interests and needless over-organization that prevented normal, happy functioning and the enjoyment of nature.

A Summer camp for his children was a necessity; surely there must be other camps that would more closely approximate his views of camping. He made inquiries, read through numerous camp booklets and found in each the same evidence of artificiality and regimentation; uniforms, merits, awards, honors, prizes, rigid daily schedule, intense competition. Each concentrated on large scale athletics and numerous other over-stimulating summer resort activities. The possibilities of the natural environment were ignored. Instead, prizes were substituted as incentives. And he despaired of future Summers.

Finding the Right Summer Camp

Richard Foster need not have despaired. He had not looked far enough. While it is true that many Summer camps for children mirror our standardized civilization, there are camps that are guided and staffed by cultivated and sensitive people, educators who are concerned primarily with the needs of children.

Organized camping does have a different set of problems than the little informal camping groups. The accommodation of large numbers of children of all ages, youthful staffs, parents' demands for swank, prizes, artificiality, have all contributed to the development of unimaginative, Summer-resort-like, regimented institutions. But the value of the informal camping group need not be lost; large numbers need not be accommodated in one camp. Counselors do not have to be too young. *And parents can be educated to recognize high standards.*

Fortunately there are an increasing number of camps that accommodate comparatively small numbers, that employ only mature and resourceful staff members and whose activities reflect the expanding

interests of children. In these camps one can find an intimate, informal and understanding relationship, true relaxation and intense purposeful activity in keeping with the natural setting of camping. The personality of each camper is respected. Activity is initiated by the children. Those who need individual attention, the over-active or the inactive, those without interests or those who scatter their energies, receive guidance, but there is no coercion. Camp activities are adjusted to the pace of the individual campers.

These camps recognize the dangers of an over-competitive plan on the emotional life of children, the harsh effects of compulsion and a rigid daily routine on sensitive free natures. The aims of activity are self expression and emotional satisfaction; the development of creative purpose and the enrichment of experience.

The aims of group living are not standardization but the cultivation of a sense of security, the growth of confidence, and a capacity to function constructively among one's fellows.

Search some more, Mr. Foster!

SECTION NEWS

NEW YORK

THE men's and women's groups of the New York Section held separate meetings on Friday, February 2nd.

At the women's session, Miss Charlotte Perry, of the Perry-Mansfield Camps, and instructor of dramatics at the Cooperative School for Student Teachers, talked on "Dramatics in Camp." There was an interesting participation by the whole group in this activity.

At the men's meeting, Robert Denniston, National Secretary, talked briefly on the various State requirements for Medical Care in Camps. Open discussions followed, not only on Mr. Denniston's talk, but on the possibilities of an NRA code for camps and also on the Neustein bill which provides for licensing summer camps and which is now before the Ways and Means Committee of the New York State Legislature.

The analysis of a questionnaire sent out by Edward M. Healy, asking information about Counselors' salaries, camp fees, and other pertinent matters, has been circulated among the New York membership.

The meeting of January 19th, held after the January issue had closed for the press, consisted of three interesting features which were presented to a large gathering.

Miss Janet Tobitt, who is on the Convention program, presented a musical demonstration of the use of pipes as a creative skill. With the assistance of several young ladies, each of whom had made the pipe on which she performed, a delightful group of melodies was given. Miss Tobitt explained briefly the process by which these simple musical instruments can be made by campers.

Dr. Marion Kenworthy, formerly consultant in

(CONTINUED ON PAGE 15)

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THE STEPCHILD AMONG CAMP SPORTS

by CAPTAIN SERGEI N. KOURNAKOFF

Co-Founder and Instructor of the Boots & Saddles Riding School

OF ALL the wonderful institutions which American culture has evolved, the summer camp, both private and organizational, is one of which to be most proud.

A survey of camping's development during the last decade discloses that more and more are children being taught to do things and to do them right, instead of being allowed to just romp around during the vacation weeks like colts on pasture.

Riding Badly Taught

In playing football or baseball, the games are played according to established rules; in swimming, the instructor demonstrates correct breathing and correct strokes; in boxing, the teacher will hardly stand for a defective defense or a badly delivered attack. And so it is in most other sports. There is one sport, however, (and incidentally one of the most complex and difficult ones), which is badly neglected in a great majority of camps. I refer to equitation. It is not neglected in the sense that it is completely overlooked. This would not be so sad, but it is often incorrectly taught, which is even worse.

This may sound like a broad statement but the writer is prepared to prove it by the results of two distinctly independent sets of observations.

The Camera as a Witness

Pick up any magazine which carries advertisements of private schools or camps. Most of the advertisements feature riding and are illustrated with pictures. What do we see? Upturned heels, wide open knees, legs thrust forward, riders sitting 'way back on the cantle, to mention a few. As for jumping pictures, things usually are even worse in the illustrations. Western saddles are frequently used when it is perfectly obvious that a child destined to grow up and live in certain surroundings will hardly ever have the occasion to ride in one. In brief, it is doubtful whether twenty percent of these pictures would pass muster even by a benevolent Board of Masters of Equitation.

The second set of observations is based on the writer's experience with students "who have ridden before," coming to him and his associates. The school in which I am actively interested enrolls an average of three hundred new students every year. Out of this number, probably thirty or forty say that they have ridden "in camp."

Higher Standards Needed

Such a statement never fails to send a chill of apprehension into the heart of the instructor. He knows *a priori* that he will have the ungrateful task of undoing things, before he can proceed with constructive work. Nine out of ten such students have bad habits, do not have the slightest idea of how to control a horse and have only acquired, at best, a certain

amount of confidence, born of riding care-worn and tired animals. Proud parents usually make much of this confidence. They forget that it is not enough to not to be afraid of a horse. Is the child who is not afraid to get wet a good swimmer? Does the fact that you do not mind a good punch in the nose make you a boxer? Is every boy who is willing to bump his head against the defense of the rival eleven a fine football player, *ipso facto*? The answer is obvious. Why, then, not apply to equitation the standards which are applied to other sports?

As a mere means of transportation, riding is rather slow and comparatively expensive. It has become essentially a sport and a social activity; it therefore should be done right or not at all.

The higher grade camps are providing the best available for their guests and some of them have actually put riding on a rational footing, but a great majority are still content with letting the children "just ride around with Pat (Pat's all right you know)."

Selecting an Instructor

Now, being "all right" is by no means enough for a riding instructor. A man who has "been around horses for years" and has a pretty tight seat, may be quite satisfactory as an escort or groom but he has to know a lot more before he can really teach.

Let us now suppose that a Camp Director wishes to engage a riding instructor. How is he going to pick one from the crowd of those offering their services? There being, to this writer's knowledge, only one civilian riding school in this country which actually trains instructors and gives them a certificate, the best way is to look for a person who has been graduated either from the U. S. Cavalry School at Fort Riley or from some other superior cavalry school, whether here or abroad.

A cavalry officer may be a good man or a bad man, but you can rest assured that his training and cultural background will be adequate. With an instructor of this type there will be no more sloppy, haphazard and, what is still worse, wrong riding.

RADIO BROADCAST

Saturday, Feb. 24th
12:15—12:30—(WEAF)
From the

CDA NATIONAL CONVENTION

Speaker: Dr. Robert C. Clothier,
President of Rutgers College

**Subject: "Camping as a Vital Part of
Educational Facilities"**

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SECTION NEWS

(CONTINUED FROM PAGE 13)

psychiatry at the Institute for Child Guidance, and now lecturer at The New York School of Social Work, talked on "The Younger Child," a subject so vital and interesting to Camp Directors and others in the camping field.

Following this, Mr. Robert L. Howard, Chairman of the NRA Code Committee, presented a report on this subject, setting forth the high lights of the Code which his committee has drawn up in tentative form as it relates to the Children's Camp Industry, a subject for further attention at the National Convention.

PENNSYLVANIA

Chauncey G. Paxson, while visiting National Headquarters early in February, reported that the Pennsylvania Section, of which he is President, has had an active program of monthly meetings, which started in November.

"One that was of particular interest," said Mr. Paxson, "was a meeting at which we invited a parent to give us a frank evaluation of what camp has meant to a group of parents with whom she is well acquainted. She had discussed the subject with a rather large number of parents, patrons of both boys' and girls' camps, from Pennsylvania to Canada. She had been careful to get a frank statement in each case and in the main there had been tremendous satisfaction expressed in what camps had done for the various children. The speaker, Mrs. Hughes, added a personal opinion which seems worthy of repetition, that weekly reports should be sent to parents, no matter how impersonal the reports may be."

At another recent meeting, there was open discussion on the important subject of Counselors. Each Director was invited to bring one or more Counselors to take part in the discussion. Through the use of a generous sized round-table, the barrier of formality was reduced to a minimum. In most cases the Counselors expressed themselves quite freely and gave the assembled Directors a new insight into the part Counselors play in successful camps.

At the February meeting, set for the 27th, at 8:30 P.M., the Pennsylvania Section plans to be host to educators, Directors, Counselors and parents of camp children. Attractively printed invitation cards have been sent out, announcing that the meeting will be held in the Memorial Room of the Christian Union Building, 36th and Locust Streets, Philadelphia. Dr. Edwin B. Twitmyre, of the Psychology Department of the University of Pennsylvania, will speak on "Discipline and Freedom." As an added social feature of the gathering, at which many non-members are expected to be present, refreshments will be served.

All who are in the vicinity at the time are welcome to attend and it will be appreciated by the committee in charge if those planning to be at the meeting will give advance notice to Mrs. Charles I. McIntyre, Chairman, addressing her at Rolling Road, Bala-Cynwyd, Pa.

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THE CAMPING MAGAZINE

The Official Journal of the
Camp Directors Association of America, Inc.

Vol. VI

February, 1934

No. 2

25c per copy

\$2 per year

Entered as second class matter December 8, 1932, at the Post Office, New York, N. Y., under the Act of March 3, 1879.

Subscription included in membership in Camp Directors Association of America.

CAMPING FACES THE FUTURE

CAMPING is a program of education. Professors Fretwell, Kilpatrick, Snedden, and Clyde Miller of Teachers College, Columbia University, have so declared in print.

Governor Pinchot of Pennsylvania and Ray Lyman Wilbur from Washington have emphasized the fact in messages.

Charles W. Eliot of Harvard paid the movement a similar compliment.

The Progressive Education Association might have been describing camping at its best in its statement of principles of education.

Point 18, the Children's Charter of the White House Conference, is again substantial evidence of what may be expected.

Camping is a part of the all-year public school program in Chicago, Jersey City, Dearborn, La Crosse, and Oshkosh, and other communities are providing camp schools for the under-privileged and sickly.

Camp for Every Boy and Girl

What has been done in private camps for the wealthy and in public school camps for the less fortunate are but prophecies of what will inevitably be done for all children. Many leaders have rightly expressed themselves as never being satisfied until camping is available for every boy and girl.

The New College Community of Professor Alexander, Teachers College, is starting a children's camp as a part of their program in the preparation of teachers.

Doctor Otis W. Caldwell, Director of the Institute of School Experimentation at Columbia University, believes the camp is dynamic in the training of teachers.

Camps should be a training ground for leaders.

Andrew Squire, dean of the Cleveland bar, who died on January 5, 1934, named Western Reserve University as a beneficiary. The will provides for immediate transfer to the University of Vallevue, Squire's far-famed country estate comprising two hundred seventy-five acres of land overlooking the picturesque Chagrin Valley. Ultimately, the endowment is to be built up to a permanent principal amount of \$3,000,000.

"It is my especial idea," he wrote, "that this farm shall be held in perpetuity for the use and benefit of the teachers and students of the college. I desire it cultivated and preserved as a farm for educational purposes, and to be a place where the practical duties

of life may be taught; where the teachers and students can come in close contact with Mother Earth; and where those needing rest and recreation may obtain it." Mr. Squire expressed the idea that the farm and forest be used for broadening the views of the students, "bringing them nearer to nature and to God and teaching them to love the forests, fruits, flowers, birds and animals.

Making Camps Worthwhile

Mr. Squire's vision is not entirely foreign to the larger values of the President's C.C.C. Camps. Sending a few dollars home every week is not to be minimized but the worthwhile outcomes have to do with the attitudes, skills, and knowledge that these young men are acquiring toward simple living, health, government, conservation, nature, and social cooperation. *And these are the ideals that have and will make the organized camp worth while.*

Out in Oregon last summer I met my good friend, E. A. Pritchard, recently Superintendent of Recreation at Niagara Falls. You will smile, without doubt, when you learn that he was out there helping Jay Nash teach the Indians how to camp! They both have a year's leave of absence from New York University. The Indians are getting a "big kick" out of learning how to roll a blanket and how to make a bean-hole. It would be interesting to hear some of you speculate as to why Uncle Sam is taking the Indians camping.

All that has been said to this point is on the credit side of the camping movement.

Now for the other side of the ledger.

A Challenge to Camp Leaders

Is it not the duty of every Camp Director to once again consider his schedule and plans for 1934?

Measured by present-day standards the best camps are fundamentally educational and not commercial. The child should be returned home with an abundance of stored-up nerve energy and not a "worn out" body.

Camping is no longer a medium to further class distinction,—it is the right of all.

Camp is a young democracy which means more self-government, more freedom, and more individual choice.

Camps are natural areas in which the conservation of natural resources and of nature recreation, is fundamentally sound.

The camp leadership of the future should come from the forward-looking camps of today.

And lastly, Camp Directors should practice the same degree of sportsmanship that they expect of their campers.

Being 'way out here on the Western Reserve amongst the Indians some of you may picture, gives one a different perspective of the camp area. It is true that New England or New York may be the center of the private camp world but Cleveland spends more money than any other city in the country for social service, of which camping is a part. I do not think of the Atlantic Coast less, but it is my prayer that we give camping the cooperative thought and whole-hearted backing that it deserves. I say all this fully conscious that what camping is can be credited

to leaders on the Atlantic seaboard and it is there that I would look for pioneers when writing the history of Camping. What I am trying to say is,—let all good camp directors come to the good of camping, not only for the season of 1934 but for years to come.

The foregoing is from the writer of "Cap'n Bill's Column," whose anonymous contributions to *The Camping Magazine* have been a feature of special interest to readers during the past year.

CONFERENCE COURSES IN CAMPING PLANNED BY NEW YORK SECTION

THE New York Section of the C.D.A.A. is planning to offer a series of "Conference Courses in Camping" during the month of April.

These courses will be made up of round table discussions. A leader who is an authority on camping will conduct a series of three, on a chosen subject. The groups will be limited to ten or twelve people each. Other units will be added if interest demands, but the original group will be restricted, as stated above. • The fee for three discussions will be three dollars.

This type of course is being offered in answer to many requests for a discussion course based on some of the fundamentals in camping with which we are all concerned and with well equipped people as leaders. It will be set up primarily for the experienced Counselor and the younger Director, although the more experienced Director may find it of value.

Subjects for these discussions will be tentative until after the Annual Convention of the C.D.A.A., since interest may be developed through the Seminars which will determine some of the more vital interests.

Some suggested topics follow, and comment of those interested is invited.

Camp Management—Fees, advertising, insurance, etc. The business and administrative side of camping.

Training of Counselors at camp—The pre-camp training course, and its follow-up through the season, including evaluation of program.

Consideration of program for older boys and girls who have attended camp several years. Advanced projects, etc., which might interest them.

Camping trips, covering pioneer camping techniques.

Case study of children in camp where it is not possible to have a psychiatrist. The advisability of having superficial case study under these circumstances.

The Committee on Study Courses which is sponsoring this course for the New York Section, will welcome suggestions, either by mail to the Secretary of the New York Section, or verbally to the Membership Representative of the Section at the Convention.

A SERIES of round-tables for Camp Directors and Counselors is included in the discussion groups that the Association for Personality Training offers this Spring. Interested persons may communicate with Mrs. Blanche C. Greenburg, Secretary, 65 East 96th Street, New York City.

Counselors' Training Course in Leathercraft

A complete course for Counselors and Directors covering all phases of Leathercraft as used in Camp, Construction, Tooling, Moccasins, Belts, Coin Purses, Hand Bags, Billfolds.

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WHAT ONE PARENT DEMANDS

(CONTINUED FROM PAGE 6)

the various events. But that is the Director's problem and there are many who are solving it so successfully that those of us who watch them wonder how we ever could have been satisfied with the artificial stimulation and "sidelines rooting" of the old athletic camp program.

But isn't it a fine thing for a boy to be taught to excel in athletic sports, if only that he may be better able to hold his own when he gets to college? To be sure it is. And it is fine for him to be taught arithmetic and Latin and chemistry, too. But just as it is coming to be recognized that there are better times and places for learning mathematics and languages and the physical sciences than vacation and the Summer camp (which is spelling the doom of tutoring camps), so we are coming to believe that formal athletics should not be allowed to do to the Summer camp what it has done to secondary and college education. Whether or not the boy who already excels sufficiently to get a prize, a medal, or an emblem, needs the further stimulation provided by these appeals to his vanity, is open to serious question. There seems to be no room for question about the effect of inability to excel, upon the fellow whose only chance for athletic recognition comes as a reward for his faithfulness in "supporting the team," possibly as cheer leader, more probably as a "rooter." This is, of course, an old topic for debate but those who have much to do with the character changes of boys in camp are looking more and more askance at the effects of the athletic program upon both victor and vanquished.

Does this mean that I should pass over the camp that offers honor emblems, sweater insignia, medals and other awards in my search for the ideal camp? So many excellent camps still make use of these as appeals to stimulate effort in various lines. I hesitate to say anything that will make the task of these good Directors harder than it already is. But it may interest parents, especially those who are delighted when their children receive such awards at the end of the season (and aren't we all?) to hear Directors and Counselors discuss this matter among themselves. I have heard a number of them, in forum discussions of this subject, say that they would gladly get in line with the best progressive thought in this regard if it were not for the fact that the parents made so much of them and would be so disappointed if they were done away with! Rather a mouthful to chew upon for those of us who hesitate to admit the thrill we get from this vicarious gratification of our egos, isn't it?

My own belief is that awards that signify the camper's success in competing with himself, such as Scout insignia for advancing in rank and winning honor tests; life saving badges for achievement in swimming and life-saving; woodcraft "coups" for skills that the youngster has achieved, should be kept, but I believe that competitive award of all kinds had best be done away with as quickly and as completely as possible. While I say this I confess that my heart bleeds for the disappointment that parents will per-

force suffer when this becomes general practice, as I feel sure that it eventually must.

Are the standards that I have outlined in this article on what one parent asks of the camp to which he will send his children, necessarily the best for all children? Should they be applied by all parents and to all camps? I am frank enough to doubt it and honest enough to admit my doubts. But they are the ones that appeal to me as an observer who has had an unusual opportunity to study camps from the inside as well as from the outside, thanks to the distinguished kindness of Directors and Counselors who have given me every facility for observing what they were doing in the practise of their profession.

I know that these earnest practitioners of a difficult profession are most deeply concerned about rendering the most efficient service possible to the boys and girls that we parents commit yearly to their care. They realize that what they are doing must commend itself to us parents as being best for our children, if we are to continue to send them to camp year after year. Naturally, then, they are anxious to know what we think of what they are doing and how we should like to see it changed, in the hope of improving it. In no better way, in no other way that I can see, can we simplify their task, than in speaking out in meeting about the things we like and the things we do not like, as I have done.

Some of us parents would like to have them reciprocate and tell us what they would like to ask of parents. They might even tell us what they think of parents, anyway. Though on sober second thought, perhaps it may be just as well if they don't!

RECENTLY ELECTED TO
C. D. A. A. MEMBERSHIP

ACTIVE—

- Finby, Paul, *Camp Shari (Mass.)*
 Forbes, Frances, *Camp Chattoga (Ga.)*
 Moss, Sarah F., *Camp Allegro-in-the-Berkshires (Mass.)*
 Newhall, Jane (G. S.), *Spruce Ridge Camp (N. Y.)*
 Sampson, Elizabeth S., (G. S.) *Mt. Vernon Day Camp (N. Y.)*
 Spencer, Minnie D., *Camp Sherwood (N. Y.)*
 Snyder, Roy F., *Camp Nicaious (Me.)*
 Steeb, Amy F. (G. S.), *Gray Beech Camp (N. Y.)*
 Wessell, William C., *B. S. A. National Headquarters (N. Y. C.)*

ASSOCIATE—

- Anderson, George C., *Elmira, New York*
 Cooke, Emmy Lou, *Hampton, Virginia*
 Ford, Norman C., *Woodbury, New Jersey*
 Bridges, Miss A. H., *Boston, Massachusetts*
 Eagan, Rose K., *Torrington, Connecticut*
 Gronner, Irene, *New York City*
 Horn, Edward S., *Allentown, Pennsylvania*
 Lecomte, Grace F., *Troy, New York*
 Mankin, Dr. Z. Ida, *New York City*
 Margulis, Herman, *New York City*
 Martin, Marjorie, *Cambridge, Massachusetts*
 Martus, Beatrice T., *New York City*
 Roberts, Helen E., *Montclair, New Jersey*
 Rogers, Dr. Herbert W., *Easton, Pennsylvania*

PROGRESSIVE LEADERSHIP AND SATISFIED CUSTOMERS

THE 1934 Annual Convention of the Camp Directors Association of America is of profound significance.

It points to the fact that leaders in the Camping Movement are proclaiming "A New Social Order" in America.

Although Camping is old, its leaders must be both alert and progressive.

There is no better proof of the benefits of organized camps for children associated together in the freedom of the out-of-doors, than the fact that each year a million parents, having seen the effect of Camping, send their children in ever-increasing numbers for more of it.

Satisfied customers and progressive, qualified leadership in camps, are a sure guarantee of their continued success.

L. L. McDONALD
National Director of Camping
BOY SCOUTS OF AMERICA.

TRANSPORTATION COMMITTEE SEEKS LOWER RAILROAD FARES

THE following letter has been written to the Passenger Associations in the United States and Canada:

"It is my feeling that the date was perhaps too late when, as Chairman of the Transportation Committee of the C.D.A.A., I petitioned the various Passenger Associations for a revision of rates to become effective for camps last year. I therefore beg to reopen the matter in preparation for the coming Summer season.

"I am submitting two suggestions for your consideration:

"*Proposition A* is a revision of my previous request, regarding a new classification for camps on an identification certificate plan.

"*Proposition B* pertains to the application to camps of the student rate already in effect for schools and colleges.

"May I take the liberty of stating that I have good reason to believe it was my urgent plea to the New York, New Haven and Hartford Railroad officials that prompted them to sponsor successfully, among the New England railroads, the reduction of rates that became effective in their territory last summer? It is obvious that this rate was designed particularly to apply to campers. To cite one example, it brought a decrease in the round-trip full fare between New York City and Portland, Maine, from \$21.70 to \$16.75. This almost meets the rate requested of all the railroads in our *Proposition A* or *B*. A few other railroads also made some concessions last year in favor of camp traffic. Thus, organized camps have already been recognized by many railroad companies as deserving of the consideration we now seek.

"Many camps have passed out of existence during recent years. Every camp that closes means a consequent loss of railroad business. The surviving camps are still struggling for their very existence. By helping them, the railroads will be helping themselves. Camp and railroad interests become identical when every camp saved means the permanent upbuilding of

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a railroad's territory. However, we ask your earnest and early consideration of these two propositions with the firm belief that either one of them should be granted purely on its own merits.

Very truly yours,
ARNOLD M. LEHMAN, *Chairman*
TRANSPORTATION COMMITTEE"

The purpose in presenting this matter to our membership is to acquaint every Camp Director with the efforts of the Transportation Committee in their behalf, to the end that they will cooperate by writing personally to each of the railroads their camps use, requesting such railroads to vote favorably on our propositions when these come before their respective Passenger Associations for consideration. The more influence and show of united feeling behind this movement, the better are our chances of success. Space does not permit the printing here of our propositions.

—A. M. L.

RECEPTION COMMITTEE AT YOUR SERVICE

THE Reception Committee bids you welcome to the Convention and Exposition. It wants you to feel at home when you arrive in New York City and hopes that it may help you to continue happy and comfortable while you are here.

This Committee will feature an information booth where any interested delegate or guest may inquire his way around the Convention or about New York. If there is a wish on the part of anyone to visit camps in the region of New York, a trip is to be planned, for which cars will be available, and reservations may be made at the information desk.

Hosts and hostesses from each Section will be found on the floor of the Convention Hall at each session and it will be their desire to greet you and be of service in any way they can.

The New York Section of the C.D.A.A. invites Convention delegates to a special five o'clock party on the afternoon of Thursday, February 22nd. It is hoped that this may be the occasion for early introductions and a real social hour in the Convention's busy program.—ESTHER WALDO, *Chairman*.

WIDE RANGE OF TOPICS FOR SEMINAR GROUPS

THE Seminar Committee has given considerable time to the formulation of a series of seminars which, in their opinion, will present and discuss topics of vital interest to all Camp Directors and will provide an opportunity for discussion of common problems.

Advance copies of the Seminar plans have been widely distributed, both in mimeographed form and in the printed program for the Convention and Exposition, and additional copies may be secured from the Association's National Headquarters.

Under the direction of Miss Louise Blackham it is hoped that there will be an opportunity to organize Seminars for small groups interested in common problems. In a letter sent to all members of the

Camp Directors Association appeared a series of suggested topics and all members have been asked to indicate their interest in these topics or any that they may wish to add. If there are a sufficient number interested in any of the topics, arrangements will be made for a leader and a room for a small group to discuss the problem.

All suggestions for these loosely organized Seminars should be sent to Miss Louise Blackham, Secretary of the Seminar Committee, Camp Directors Association, Hotel Commodore, N.Y.C.

FRANK S. LLOYD, *Chairman*

PUBLIC SCHOOLS AND CAMPS

(CONTINUED FROM PAGE 4)

is running a city school building." (2) "Many far-sighted Boards of Education will soon be acquiring camp sites on lakes, in mountains and other beautiful spots, and some day a city without its camps will be considered as negligent as a city without public schools."

Summary

Briefly summarized, a few important points can be stated:

1. In principle, camping is justified as a part of the public school educational program.
2. The school curriculum is in serious need of rebuilding, and camping should have a valuable part in a new curriculum.
3. Public schools, in the main, have not promoted summer camps. There is a need for careful study of public education in relation to the camping idea.
4. A few colleges and universities have conducted camps as a valuable means of education in connection with certain professional courses. They also have attempted to meet the need for trained Counselors by conducting camp leadership courses.
5. Camping is educationally sound and affords infinite possibilities as a part of the school curriculum.
6. There is much need for experimentation and research and splendid opportunities are afforded for laboratory and experimental schools to explore the school-camp idea.
7. National, state, and local governmental agencies should be encouraged to acquire and preserve land for camping and recreational purposes for all groups.
8. Because of the general retrenchment in school activities it is not likely that schools will take up the camping program very soon. It is, however, a splendid time to introduce the question for consideration when normal times return.
9. It should be kept clearly in mind that we want camping put into the school program but we do not want the school put into the camp program.
10. The united effort of all camping interests and organizations is needed to present camping at its best.

HOW THE CAMP FIRE GIRLS USE NATURAL RESOURCES AT CAMP

In the early days of organized camping, most handicraft Counselors brought with them quantities of commercial supplies—raffia, reed, clay, dyes, etc. The tendency was to repeat in camp those handicraft projects which the children had been given in school. But today many Counselors, with the help of the campers, look about them for natural materials. Camp handicraft is no longer a mere repetition of city activities; it has become an integral part of camp life.

"Native blue clay from a nearby creek, plus a good deal of imagination, were used for making pottery," says one Director for the Camp Fire Girls. "The girl-campers used native wood for woodcarving, making napkin rings, wooden bracelets, paper, knives and even wooden knives, forks and spoons. For basketry they sometimes used commercial reed as a foundation, but more often they relied on the grasses found on our camp grounds."

Another Director writes that her group of girls explored the neighborhood of their camp to find clay, grasses, stones or wood for their various projects, and at the same time discussed the ways in which these primitive materials must have been used by the Indians who first lived on the camp grounds.

The tin can, which flourishes so well at many camps, is used for every conceivable article, from reflector ovens to toy animals.

In outdoor cooking, several new recipes have been made by girls using wild berries in biscuits, pies and pancakes. The favorite recipes of the different camps are most often based on a popular local food such as clams, fish, goat, etc.

Some Adventures in Friendship

And what about natural resources which are found in human shape? Neighbors? "We hear of a forest ranger," reports a leader of The Camp Fire Girls, "who personally conducted a group of campers to the top of a nearby mountain, gave them a sunrise breakfast of flapjacks, and told them about the trees, rocks, and mountains of the region which he knew so well.

"Another forester helped the girls clear a site for their camp, explaining what to cut and what to leave.

"And there was the rancher who invited the campers to a rodeo, and the rancher who gave them seven goats to barbecue and showed them how to do it!

"There was the group of neighbors who showed the campers how to square dance, and the pioneer who told them stories of the early days when their camp had been an outpost on the prairie.

"The use of these human resources is one of the enriching parts of camp life, one of the factors that makes each camp different from every other, and each season different from the last.

"When our Camp Fire Girls camp directors are summing up the advantages of a camp site, we are delighted to know that they have their eyes and ears open to discover human and historic as well as natural resources."

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CONVENTION PROGRAM

for the

Fiftieth Anniversary Convention and Exposition

of

The Camp Directors Association

Hotel Commodore, New York City

February 22, 23, 24, 1934

GENERAL TOPIC: YOUTH LEADERSHIP THROUGH CAMPING

THURSDAY—February 22

11:30 to 2:00 P. M.—Registration of Delegates.
Visits to Exhibits.

2:00 to 3:00 P. M.—Opening Session of the Convention.

Chairman: MAJOR R. F. PURCELL, President Camp Directors Association of America, Inc.

Camp Singing: AUGUSTUS ZANZIG, Director Music Service of the National Recreation Assn., Leader.

Address of Welcome: HON. FIORELLO H. LA GUARDIA, Mayor of the City of New York.

Address: The Place of Camping in Training for Citizenship in the New Social Order, by MRS. ELINOR MOREHOUSE HERRICK, Vice Chairman, Regional Labor Board and Executive Secretary of Consumers League of New York.

Report: NRA Camping Code Proposal, by ROBERT HOWARD, Chairman of the Code Committee.

3:45 to 5:15 P. M.—Seminar Group Meetings. In charge of Seminar Committee, DR. FRANK S. LLOYD, Chairman.

Topics:

1. Camping in the New Social Order for Boys and Girls up to the Age of 12 (pre-adolescent).
2. Camping in the New Social Order for Boys 12-16 Years of Age (adolescent), L. L. McDONALD.
3. Camping in the New Social Order for Girls 12-16 Years of Age (adolescent), MISS HAZEL ALLEN.
4. Camping in the New Social Order for Boys 16 years on (post-adolescent). DR. ELBERT K. FRETWELL.
5. Camping in the New Social Order for Girls 16 Years on (post-adolescent). MISS JANET McKELLAR.

Stress will be placed upon the "forward look."

5:00 to 6:00 P. M.—A Welcoming Reception to Visitors, by the New York Section. Place to be announced.

5:30 to 7:15 P. M.—Informal Dinner Groups. Visits to the Exhibits.

7:30 to 8:30 P. M.—Reception and Recreation Period.

Reception Committee, MISS EMELIA THOORSELL, Girl Scouts, Inc., Chairman.

Folk Dancing, MARY WOOD HINMAN, Folk Festival Council of New York, Leader. (Reference sheets to folk dance and game material will be distributed.)

Camp Music Handicraft Project—Shepherd's Pipes, MISS JANET TOBIT, Demonstrator.

Camp Fire Games.

8:30 to 10:30 P. M.—General Session:

Camp Singing, AUGUSTUS ZANZIG, Leader. Chairman: PROF. W. I. NEWSTETTER, Director School of Applied Social Science, Western Reserve University, Cleveland, Ohio.

Address: Recreation for Youth Through Camping, by DR. LILLIAN M. GILBRETH, Girl Scouts, Inc.

Address: Recreation Activities with Carry Over Values for Leisure Time Resources, by DR. WILLIAM M. LEWIS, President Lafayette College, Easton, Pa.

FRIDAY—February 23

8:00 to 9:45 A. M.—Visit to the Exhibits.

10:00 to 12:00 NOON—General Sessions:

Camp Singing: AUGUSTUS ZANZIG, Leader. Chairman: R. K. ATKINSON, Boys Clubs of America.

Address: (Subject to be announced), by DR. HARRY N. HOLMES, Field Secretary, World Alliance for International Friendship through the Churches.

Address: Parks and Reservations as Educational Resources, by LEBERT H. WEIR, National Recreation Association.

12:30 to 2:00 P. M.—Informal Group and Individual Luncheon Conference, to continue discussion of seminar topics.

2:00 P. M.

Annual Business Meeting of Members, election of officers, and adoption of resolutions.

Non-Members may do some visiting and sight-seeing or may attend formal group conferences to be arranged as desired.

6:00 to 8:00 P. M.—Informal Dinner Groups.

8:00 to 10:30 P. M.—General Session: The Lead-

ership of Youth in Organization Camps as it affects camping managements as a whole.

Camp Singing: AUGUSTUS ZANZIG, Leader. Chairman: G. DANA YOUNGER, Kips Bay Boys' Club.

Address: Training of Leaders, by KARL D. HESLEY, Director Training Course for Camp Counselors, Children's Welfare Federation.

Address: Training One's Own Leaders, by AGNES B. LEAHY, Director, Personnel Department, Girl Scouts, Inc.

Address: The New Development and Guidance of Children Through Activities in Camp, by JOSHUA LIEBERMAN, Headworker, Madison House Society.

Address: Camping as Developed in State and National Parks, by LORNE W. BARCLAY, former Director National Parks Association.

SATURDAY—February 24

8:00 to 9:00 P. M.—Visits to the Exhibits.

9:00 to 10:30 A. M.

Seminar Group Meeting, using the panel plan of discussion. (In charge of Seminar Committee, DR. FRANK S. LLOYD.)

Topics:

A. Health and Safety in Camps, DR. EUGENE L. SWAN.

B. Campers and Staff Participation in Camp Planning and Management, ERNEST P. ROBERTS.

C. Nature, Indian Lore and Woodcraft in the Camp Program, PHILIP D. FAGANS.

D. Measurement of Status and Achievement in Camp Programs, WILLIAM ROTHENBERG.

E. Pioneer Camping, W. C. WESSEL.

10:45 A. M to 12:30 P. M.—General Session:

Camp Singing: JOHN R. JONES, Leader. Chairman: DR. ELBERT K. FRETWELL.

Address: Municipal Camping, by HON. STANLEY H. HOWE, Deputy Commissioner Department Public Welfare, City of New York.

Address: The Qualifications and Training of Directors of Aquatics, by CAPT. CARROLL L. BRYANT, Field Representative, First Aid and Life Saving, The American Red Cross.

Address: (To be broadcast by radio, over Station WEAf and national radio hook-up) 12:15 to 12:30, Camping as a Vital Part of Educational Facilities, by DR. ROBERT C. CLOTHIER, President of Rutgers College.

12:30 to 1:00 P. M.—Visit Exhibits.

1:15 to 5:00 P. M.

GOLDEN JUBILEE LUNCHEON

Annual Association Banquet—Fiftieth Anniversary of Organized Camping.

Toastmaster, DR. ELBERT K. FRETWELL, Teachers' College, Columbia University.

Guest of Honor: DR. ROBERT C. CLOTHIER, President Rutgers College.

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Address: Boys' Camps, by H. W. GIBSON, former President of the Camp Directors Association.

Address: A Life Experience, by PROF. ERDMAN HARRIS, Union Theological Seminary.

Address: Girls' Camps, by Miss EMILY WELCH, former President of Camp Directors Association.

7:30 to 10:30 P. M.—General Session:

Camp Singing: JOHN R. JONES, Leader.

Chairman: PROF. HERBERT H. TWINING, University of Michigan.

Summary of the Seminar Discussions, by DR. FRANK S. LLOYD, New York University.

Proposals and Discussions of NRA Camping Code, by ROBERT HOWARD, Chairman of the Code Committee.

THE EDUCATIONAL EXHIBITS

AN attractive array of educational exhibits and demonstrations will be on display in a number of booths and island spaces in the Grand Ballroom.

The C.D.A.A. exhibit will be housed in a 25' x 9' booth between the entrances to the West Ballroom. Members are invited to send or bring enlargements of photographs, camp announcements, posters, and publications, exhibits of craftwork, nature study, models and arrange for demonstrations by boy and girl campers. Mrs. Maude L. Dryden will be in charge of this department.

The Pennsylvania Section has arranged for a special exhibit.

The Organization groups will be represented by the Girl Scouts, Inc., Camp Fire Girls, Y. M. C. A., Y. W. C. A., Boy Rangers, and Boy Scouts.

The Children's Welfare Federation, and the Catholic Camp Association will exhibit attractive displays in booths #184 and #185 and #125, respectively.

A new educational feature will be the exhibits of the National Rifle Association, the Brooklyn Children's Museum, the Audubon Society, the American Humane Association and possibly the State Conservation Commission.

Miss Ruby M. Joliffe, Camp Director of the Palisades Interstate Park, has planned an attractive display of year-round camping and sports activities.—W. C. WESSEL, *Chairman*.

SPECIAL RAILROAD RATES FOR CAMP DIRECTORS CONVENTION—1934

THE Transportation Committee of the C.D.A.A. has arranged for reduced railroad rates, a fare and a third (with minimum of \$1.00) for the round trip to those attending the convention at Hotel Commodore, New York City, February 22nd, 23rd, and 24th, 1934. To procure this rate for yourself and your family a special form of identification certificate must be presented when railroad tickets are purchased.

These certificates are available on application at

the national office of the C.D.A.A., Hotel Commodore, New York City.

Tickets will be placed on sale approximately from February 17th to 22nd, and will be good for the homeward trip any time within 30 days after date of sale. Stopover privileges are granted either way, or both ways, on application to the conductor.

In the Southeastern states diverse routes, for going and return trips, will apply only from New Orleans, Baton Rouge, La., Natchez, Vicksburg, Miss., and Memphis, Tenn.

Railroads in all other parts of the United States and Eastern Canada permit the option of using the same route both ways, or going and returning via different routes. Return trip tickets must be validated in New York City by a ticket agent of the final railroad used for the going trip. For further information inquire at your local railroad office.

ARNOLD M. LEHMAN, *Chairman*

WHAT OF THE FUTURE?

MY CLOSE connection with the affairs of the Association during the past two years has led me to form some definite opinions as to our future and I want to present them now as a basis for preliminary discussion, prior to our coming to some decision at the Annual Meeting.

First—I know that we cannot go on as we have been doing. Until our membership runs into the thousands or our dues are raised to a more substantial sum it will continue to be very difficult to maintain a National Headquarters and to provide, as we have been trying to do, all the advice and information that not only our members, but also the general public are constantly requesting.

Second—The wide-spread geographical distribution of our membership makes it difficult to function as a closely knit national organization and the solution seems to be many autonomous Sections carrying on their own activities in their own localities but held together by some central committee.

Third—There are but two basic media for keeping the Sections in communication with each other—the *Camping Magazine* and the Annual Convention. The magazine should develop more and more into a medium devoted to the camping movement and not to the C. D. A. A. and sectional contributions to this movement, either as the result of committee research work or reports of valuable public addresses, should be published for the benefit of the members of other Sections.

The Editorial Board should have representatives from the various Sections but there should be a paid editor and business manager. The magazine will have to be underwritten for the immediate future in any case and an allocation of a portion of the sectional dues should be made for this purpose.

An Annual Convention as a gathering of minds for the discussion of topics and the intimate exchange of experiences can be arranged by a committee of representatives from the several Sections. A chairman might be elected each year whose sole function would be to head up the Convention Committee for the succeeding year.—EMILY H. WELCH.

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***An Evaluation of Camping
as an Educational Experience***

**February
1934**

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The Camp of the Future

By LLOYD B. SHARP, Ph. D.

What One Parent Demands of a Camp

By FRANK HOWARD RICHARDSON M.D., F.A.C.P.

The Free Versus The Standardized Program

By JOSHUA LIEBERMAN

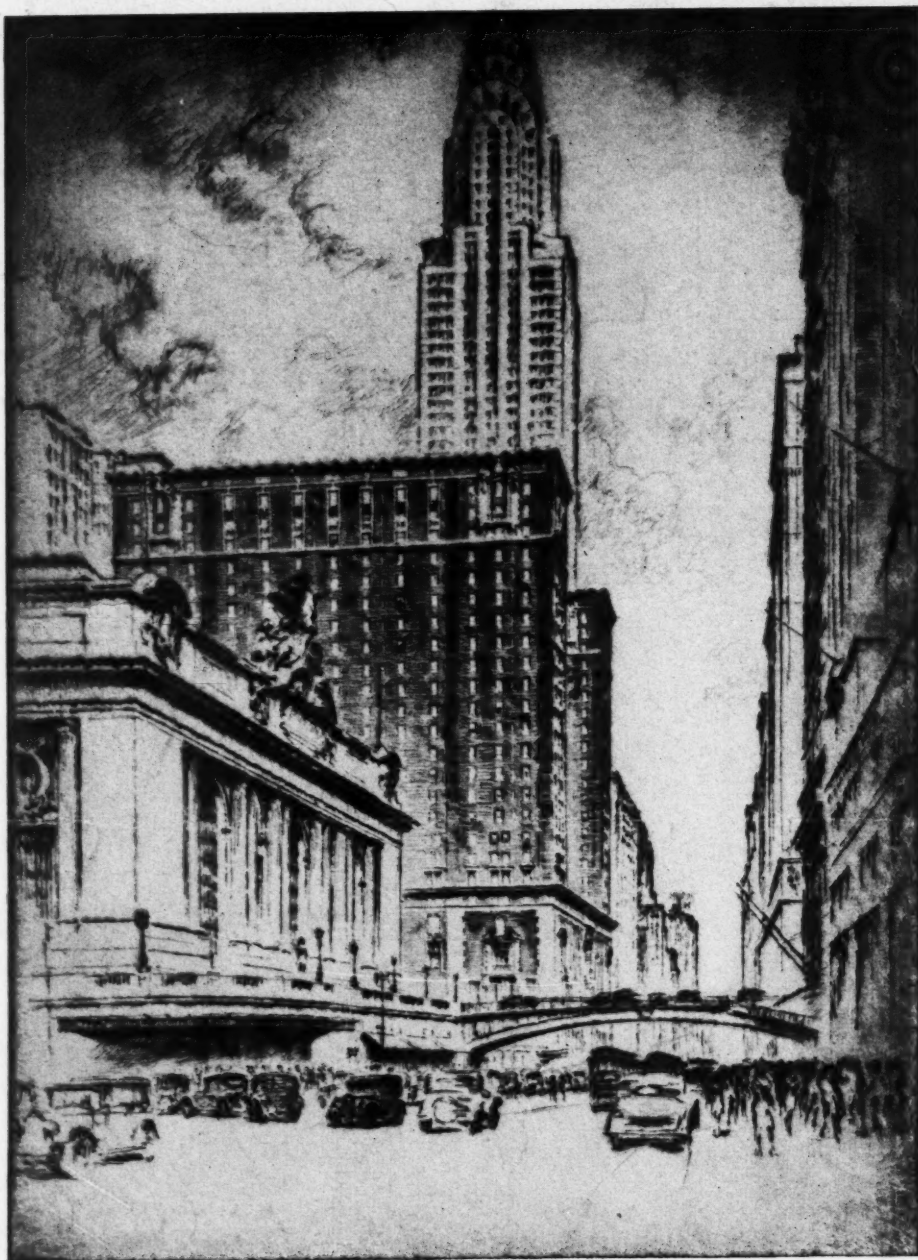
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February 22, 23, 24, 1934

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